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NEWS AND NOTES

ELEVENTH ANNUAL MEETING OF THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH

Auditorium Hotel, Chicago, November 24-26, 1921

THURSDAY AFTERNOON, NOVEMBER 24

MEETING OF BOARD OF DIRECTORS, 3:00 O'CLOCK

South Parlor

THURSDAY EVENING, NOVEMBER 24

WORKERS' CONFERENCE, 8:00 O'CLOCK

South Parlor

Topic: What Remains to Be Done Concerning the Problem of Essentials?

What is an essential? Are all essentials equally essential? Are essentials the same in all grades? In all communities? How are essentials to be determined? Is there any satisfactory outline of essentials now available? Should the National Council do anything further with the problem? Are there essentials in literature?

Leaders (limited to 15 minutes): GEORGE STARR LASHER, University of Michigan; GENEVIEVE APGAR, Harris Teachers College, St. Louis; JAMES CLOYD BOWMAN, State Normal School, Marquette, Michigan; SOPHIA CAMENISCH, Parker High School, Chicago; R. W. PENCE, De Pauw University, Greencastle, Indiana.

FRIDAY MORNING, NOVEMBER 25

GENERAL SESSION 10:00 O'CLOCK

Banquet Hall, Ninth Floor

President's Address: HARRY G. PAUL, University of Illinois.

The Departments of English and Education—STERLING ANDRUS LEONARD, University of Wisconsin.

The English Teacher's Equipment—ALLAN ABBOTT, Teachers College, Columbia University.

FRIDAY AFTERNOON, NOVEMBER 25

SECTION MEETINGS, 2:30 O'CLOCK

College Section

South Parlor

Chairman, HARDIN CRAIG, University of Iowa.

Correlation of College and High-School Composition—H. L. CREEK, Purdue University; EDWIN M. HOPKINS, University of Kansas.

The First Two Years of College English—HELEN SARD HUGHES, Wellesley College; FRED N. SCOTT, University of Michigan.

High-School Section

Banquet Hall, Ninth Floor

Chairman, WILLIAM N. OTTO, Shortridge High School, Indianapolis.

Advantages of the Socialized Recitation—CHARLES ROBERT GASTON, Richmond Hill High School, New York City.

Disadvantages of the Socialized Recitation—C. S. PENDLETON, Chicago.

Discussion (10 minutes each): HELEN O. LEMERT, High School, Columbus, Ohio; A. FRANCIS TRAMS, Township High School, Joliet, Illinois; WARD H. GREEN, Tulsa, Oklahoma.

FRIDAY EVENING, NOVEMBER 25

GENERAL SESSION, 8:00 O'CLOCK

Banquet Hall, Ninth Floor

Better Speech for Bank Employees—ALICE M. REYNOLDS, Marshall and Ilsley Bank, Milwaukee, Wisconsin.

The Immediate Future of Speech Instruction—J. S. GAYLORD, Northwestern University.

The Program in Practice—C. C. CERTAIN, Northwestern High School, Detroit, Michigan.

Round Table Discussion conducted by J. F. HOSIC, Teachers College, Columbia University.

SATURDAY MORNING, NOVEMBER 26

GENERAL SESSION, 9:30 O'CLOCK

Banquet Hall, Ninth Floor

Practical Co-operation with Other Departments—ERNEST F. HANES, University High School, Chicago.

Correlation between High-School and College English:

The High-School View—BERTHA M. SMITH, Township High School, Oak Park, Illinois.

The College View—GEORGE R. COFFMAN, Grinnell College, Grinnell, Iowa.

Discussion (leaders limited to 10 minutes). ALICE LOUISE MARSH, Nordstrum High School, Detroit, Michigan; ALONZO C. HALL, North Carolina College for Women, Greensboro, N. C.

SATURDAY AFTERNOON, NOVEMBER 26

CONFERENCE ON TEACHER TRAINING, 2:00 O'CLOCK

South Parlor

Topic: The Equipment of the Teacher of Literature.

The Literature of Teacher's Knowledge of Literature and Literary Backgrounds—WALTER W. PARKER, Teachers College, Warrensburg, Missouri.

The Literature Teacher's Power of Interpretation—JAMES F. HOSIC, Teachers College, Columbia University.

The Literature Teacher's Knowledge of Methods—H. Y. MOFFETT, University of Iowa.

CHICAGO OPENS THE SEASON

The Greater Chicago English Club held at the College Club, Friday, September 30, the first of the five meetings planned for the season. Eighty persons sat down to dinner. The program included some discussion of the program of the Club for the winter, formal action applying for collective membership in the National Council, the election of the directors to which the Club may be entitled, and a lecture on his work as an anthropologist in the Tinguian tribe of the Philippines by Dr. Cole, of the Field Museum. Dr. Cole was assisted by his wife, who had visited the head-hunters with him, and read to the audience some of the folk-tales collected in the wilds.

Mrs. Lydia J. Trowbridge is president of the Club, and Miss Sophia Camenisch, secretary. The membership committee reports a warm welcome by the teachers in both high and elementary schools.

COUNTY CONTESTS

The county superintendent of schools in Twin Falls, Idaho, is making use of county contests to stimulate the work in various school subjects. There are district contests from which the pupils winning first and second

places are sent to the county contest. Last year the list of events included spelling, arithmetic, geography, and language. The first part of the language contest consisted of sentences which were given to each contestant and upon which formal questions were asked. One point was deducted for every incorrect or unfinished answer. For the second part a story was read to all those competing. Then the contestants left the room and returned one at a time to tell in their own words the story read to them. They were judged upon ability to grasp the thought clearly and ability to tell what they had heard. At the close of the contest inspirational addresses were given, songs were sung, and prizes awarded.

CO-OPERATION BETWEEN THE SCHOOLS AND THE PUBLIC LIBRARY

School libraries have just been organized in twenty elementary schools of Detroit. The public library furnished part of the books and the school board the remainder. In each case a librarian is installed and it has been recommended that she be given the same status as the highest elementary-grade teacher, including department heads where schools are so organized. It is planned so to conduct these school libraries that they will lead the children to appreciate and know how to use the public library. Not books only, but also maps, globes, clippings, post cards, phonograph records, stereopticon slides, and films will be handled in and through these school libraries. In addition the rooms will be used for story-telling of the type common in public libraries. The whole scheme is under the direction of a library committee, of which C. C. Certain, of the Northwestern High School, is chairman.

THE PERIODICALS

SHOULD ENGLISH TEACHERS TEACH?

The report of the New Jersey Association of Teachers of English upon the conditions of English teaching in that state has stirred a very lively discussion, not only locally, but throughout the nation. This has stirred Professor Edwin M. Hopkins, the chairman of the commission which made such an exhaustive study of the labor and cost of composition teaching, to write in the September issue of *Education* in support of the New Jersey Association. Professor Hopkins cites repeated instances where the English teachers are given the greatest number of hours, the largest classes, and the most extra duties, in spite of the fact that their work is in itself the most taxing because it requires so much reading of

themes. His article should be brought to the attention of any principal who has failed to realize the burdens of his English staff.

WHAT KIND OF DEBATE ?

William A. Wetzel, also in September *Education*, attacks the traditional formal debate on the grounds (1) that the statement of the question is almost always too narrow, providing for but two shades of opinion where many are natural, (2) that the present procedure does not put the student in the attitude of wanting to know the truth, or in a situation where he is most likely to learn the truth, and (3) that it does not give the student the kind of moral training that would lead him to advocate the truth. Since debate is designed not simply to make fluent speakers, but to furnish a legitimate and much needed training in citizenship, the present methods are wrong and should be superseded by some plan of discussion more like the debates in Congress. Mr. Wetzel thinks it would still be possible to have interscholastic and intercollegiate contests, but each speaker would be scored separately for the cogency of his logic and the effectiveness of his presentation.

THE SOCIALIZED RECITATION

Because of the fact that one session of the high-school section of the annual meeting of the National Council of Teachers of English is to be an informal debate upon the socialized recitation, Charlotte Rafter's article upon that topic, again in the September *Education*, is of special interest. She admits quite readily the dangers of such a procedure in the hands of a feeble or inexperienced teacher. She even criticizes sharply those who have recommended such attempts without giving clearer directions for their execution. She insists, however, that the conscientious, energetic teacher may properly allow the pupils to take a very large amount of initiative in the conduct of class exercises. The teacher's part is to stop any tendency to foolishness and to supply needed help.

BEGINNING READING

In the *Elementary School Journal* of September, S. C. Parker starts a series of articles on "How to Teach Beginning Reading" which promise to be especially valuable. The outstanding feature of the first article is the detailed presentation of several sample lessons. The accounts are almost as complete in effect as stenographic transcripts would be and are accompanied by sane comments.